Sudan University of Science and Technology
College of Graduate Studies
College of Languages

كلية لدراسات العليا

Exploring EFL University Students' Awareness of English Sentence Structure

استكشاف وعي دارسي اللغة الانجليزية لغة أجنبية بالجامعات حول بناء الجمل في اللغة الانجليزية

A Thesis Submitted in Partial Fulfillment of the Requirements for the Master Degree in English Language (Applied Linguistics)

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DEDICATION

To my dear Parents, and to my elder brother, Mohammed ELsadig.

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ABSTRACT

This study aimed at exploring EFL University students' awareness of the English sentence structure. The researcher adopted the descriptive analytical method, test was as a main instrument for data collection, which was administered to a research sample of (50) students at the second year, at the college of Languages, SUST subjects were randomly chosen to participate in this study. The study came up with the following results: EFL Students are unable to identify different types of sentence structure.EFL Learners are unable to arrange words to give complete sentence. The researcher come up with a number of recommendations including: Teacher should give more exercises to students on different types of sentence structure ,focusing on sentence structure and arranging words to give complete sentence. The research is ended with recommendations and suggestions for further studies.

ABSTRACT (Arabic Version)

هدفت هذه الدراسة الى استكشاف وعى دارسي اللغه الانجليزيه لغة اجنيه بالجامعات حول بناء الجمل في اللغة الانجليزية.استخدمت الدارسة المنهج الوصفى التحليلى، وجمعت بيانات الدراسة باستخدام أداة الاختبار والتى وزعت على عينة عشوائية تضم 50 طالباً بالفرقة الثانية بكلية اللغات،جامعة السودان للعلوم التكنولوجيا. توصلت الباحثة الى عدد من النتائج منهاا: لم يستطع الطلاب التفريق بين انواع الجمل فى اللغة الانجليزية، ليس بمقدور الطلاب ترتيب الجمل ترتيباً جيداً لتكون جمل مفيدة. وبناءً على ذلك توصلت الباحثة إلى عدد من التوصيات منها: على معلمى اللغة الإنجليزية إعطاء الطلاب مزيد من التمارين حول تحديد أنواع الجمل والتركيز على ترتيب الجمل لتصبح جملة مفيدة.انتهى البحث واقتراحات لمزيد من الدراسات.

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INTRODUCTION

1.0 Background of the Study

Structure or grammar is one of language aspects which plays a very important role in learning language .It is the main component particularly in building sentence, the rules of English grammar have become an integral part if students' knowledge, it enables them to produce English sentence that are grammatically acceptable and therefore comprehensible. As a matter of fact, students get some difficulties in mastering English structure. There are many errors they make during their learning structure. The system of English grammar is different from the system of the learner's native language .so the main problem in learning a foreign language is the learner's grammatical errors. The difficulties which the students often face are shown by the errors they make. Error is reserved for the systematic items of the second language rule system (Dulay Burt and Krashen 1981: 139). The learner's errors generally happen on the complex grammatical rules of foreign language.

state that the structure of language reflects the structure of events in everyday experience. By contrast grammars that are more structural in nature often begin with gross facts about language structure, such as the observation that clauses can be divided into subjects and predicates. This premise reflects the fundamental Hallidy an principle that language simultaneously codes for three dimensions of structure clause as message. This approach situates the study of language in the student's familiar world of ideas, relationships, and discourse an introduction to English sentence structure blends insight from three prominent modern schools of grammatical thought (functionalism, structuralism, as the philosophical and organizational function of language.

1.1 Statement of the Problem

In my capacity as an English teacher who has been teaching English language for several years at different educational levels both in secondary and tertiary levels . I have come to realize that EFL University students are unable to identify different types of sentence structure . they also face huge challenges when it comes to arranging words to give complete sentence . Sentence Structure is an area of difficulties for EFL Learners . Using and understanding Sentence Structure is very important in learning language skills. So teachers have to focus on this important part of language.

1.2 Questions of the Study

1. To what extent are EFL student able to identify different types of sentence structure?

2. To what extent are EFL students able to arrange words to give complete sentence?

3. To what extent are EFL students able to find out the missing part of a sentence ?

1.3 Hypotheses of the Study

This study sets out to test the following hypotheses:

1. EFL Students are unable to identify different types of sentence.

2. EFL Learners are unable to arrange words to give a complete sentence.

3. EFL Learners unable to find out the missing part of a sentence.

1.4 Objectives of the Study

The study aims:

1. To find out whether students are able to identify different types of sentence structure.

2. To explore whether students are able to arrange words to give a complete sentence.

3. To examine whether students are able to find out the missing part of sentence.

1.5 Significance of the Study

The study is hoped to fill in the gabs left by previous studies in the area of sentence. Also it helps in determining the areas of difficulties to both Language teachers and students. Additionally, the study is useful to students pursuing their studies in English, as well as the syllabus designers.

1.6 Methodology of the Study

This study has adopted the descriptive and analytical method. The main instrument used for data collection in this study is a test. The Sample of the study is drawn exclusively the second year at Sudan University of Science and Technology College of Languages.

1.7 Limits of the Study

This study is limited to exploring EFL University Students awareness in building sentence structure among second year students at Sudan University , College of Languages . this study is conducted in the academic year(2020-2021) .

Chapter Two

Literature Review and Previous Studied

CHAPTER TWO

LITERATURE REVIEW AND PREVIOUS STUDIES

2.0 Introduction

This chapter consists of two parts, part one reviews the literature related to the research topic such as the definitions of sentence structure in English, its definition criteria's and types in addition to this, the research discusses four types of sentence structure, while in part two the previous studies related to the research topic are discussed studies.

Various Definition of Sentence structure in English

(Nigel Fab, 2005 and Ron Tech, 2000) stated that the ability to speak or write by constructing the complex objects which are sentence is something that only humans can do. Other animals can communicate, but sentence structure is beyond them.

One of the first lessons learned by the student of language or linguistics is that there is more to language than a simple vocabulary list. To learn a language, we must also learn its principles of sentence structure, and linguist who is studying a language will generally be more interested in the structural principles than the vocabulary parse

Sentence structure may ultimately be composed of many parts, but remember that the foundation of each sentence is the subject and the predicate, the subject is a word or a group of words that function as a noun: the predicate is at least a verb and possibly includes objects and modifiers of the verb "(Lara Robbins, 2007.

(Crystal:2000) maintains that the sentence is the largest structural unit in terms of which the grammar of a language is organized. Innumerable definition of the sentence exists ranging from the vague, characterizations of traditional grammar (such as the expressions of a complete thought) to the detailed structural description of contemporary

linguistic analysis. Most of linguistic definitions of the sentence pointes to the structural autonomy.

 (Fries, 1-15:2001) comments that there are more than two hundred different definitions of the sentence that confront the worker who undertakes to deal with the structure of English utterances. The common schools of grammarians continue to repeat the familiar definition (a sentence is group of word expressing (a complete thought) although this ancient definition (which antedates Priscian c.500A.D) quite evidently does not furnish a workable set of criteria by which to recognize sentences.

2.2 Sentence (Linguistics)

In non functional linguistics, According to Hallidy and Matthiessen (2004) a sentence is a textual unit consisting of one or more words that are grammatically linked , a sentence is unit of written texts delimited by graphlogical features such as upper case letters and markers such as periods, question marks, and exclamation marks, this notion contrasts with a curve, which is delimited by phonologic features such as pauses, and with clause, which is a sequence of words that represents some process going on throughout time this entry.

A sentence can include words grouped meaningfully to express a statement, question, exclamation, request, command or suggestions. According to Dictionary .com (2008) A sentence is a set of words that in principle tells a complete thought (although it may make little sense taken in isolation out of context) it may be simple phrase, but it conveys enough meaning to imply a clause, even if it is not explicit , for example," two " as sentence (in answer to the question how many were there?) implies the clause "there were two "typically a sentence contains a subject and predicate, sentence can also be defined purely in orthographic terms as a grouped of words starting with a capital letter and ending in a full stop, as with all language expressions, sentence might contain function and content words and contain properties such as characterized in most

of language by inclusion of a finite verb, e.g the quick brown fox jumps over the lazy dog.

However, a minor sentence is an irregular type of sentence that does not " [precisely so} next Tuesday evening after it gets dark " other examples of minor sentence are headings (e.g. the heading of this entry) stereo typed expressions (" hello") emotional expressions (" wow") proverbs, etc. these can also include nominal sentences. Like "the more, the verb for the sake of conciseness but may also do so in order to intensify the meaning around the nouns. Sentences that comprise a single word are called word sentence and the words themselves are sentence words.

2.3 Definition of Sentence Fragments

According to (Jadith, 2006), Sentence fragments are group of words that look like sentences, but aren't. To be a sentence, groups of words need to have at least one independent clause. An independent clause is any group of words that contain both a subject and a verb can stand on its own. For example, 'I like cheeseburgers'Is an independent clause. when you analyze a group of words looking for the main clause you have to find three things if one of these three items is missing a fragment results, here are examples of fragments. And Yawned is loudly enough to make every one class turn around.

2.3.1 The Difference between a Sentence and Fragments

A fragment resembles a sentence in two ways, both groups of words begin with a capital letters and conclude with an end mark – usually period {-} but sometimes
a question mark {?} or an exclamation mark {!} the one important difference is that a fragment does not contain a main clause like an engine, the main clause powers a complete sentence, propelling the reader through the development of an idea. A fragment, missing this essential component, stalls on the page, when you analyze a group of words looking for the main clause, you have to find three things a subject a verb and a complete thought, if one of these three items is missing, a fragment results.

Here are examples of fragment and Yawned loudly enough to make everyone in class turn around subject = Gabriel, verb = ate / complete thought =

2.4 Types of Fragment

The type of fragment that you have found you can correct a fragment two ways: 1) adding the necessary main clause or, 2) connecting the fragment to a main clause already in the passage.

Whether You Add or Connect, You Must Use the Right Punctuation

Some fragments, for example will require a comma if you connect them at the beginning of a main clause if you choose to connect them at the end, however, these some fragment require no punctuation at all. Other fragment will require a common whether you connect them at beginning or the end.

To make an intelligent comma decision you first have to identify the fragment that you have.

A fragment will often be alone subordinate clause, participle phrase infinitive phrase, after thought, lonely verb phrase, or appositive. Each types of fragment ha a marker that identifies it.

2.5 Correction of Sentence Fragments

A fragment is a group of words punctuated like sentence but lacks at least one of the four requirements of a grammatical sentence:

1. Subject.

2. Adverb.

3. A complete verb.

4. A complete thought.

A missing – subject fragment is a group of words that lacks a subject.

Which part of the following example is the fragment?

A although the second part has a verb – like word – "correcting – It may look like a sentence.

But , " correcting " is actually a noun (a gerund – which result from adding ing, to adverb e.g cooking , running , licking) to fix it , we can combine it with the preceding independent clause like this I got a C on my assignment for not correcting the sentence fragment in my paper.

A missing – verb fragment is a group of words that lacks a main verb. For example

The statue damaged during the riots.

While "damaged" looks like a verb because of the – ed ending, it's not because it describes the identifying what the statue did . the a verb for which the " statue " can be damaged during the riots needed drastic repairs , now " damaged during the riots " I identifies which statue needs explains what the " statue " did it needed drastic repairs .

An incomplete – verb fragment is a group of words that need a helping verb because the main verb is a present participle (- ing) or a passive verb (-ed or – en) neither of which can stand alone as a main verb here's a fragment caused by present participle trying to be the main verb by itself.

The leaves moving with the wind

However, fix it by either adding a helping verb (such as "are') or replacing the – ing verb with a simple past or present form, which can stand alone as main verb, the leaves are moving with wind or the leaves moved with wind or the leaves move with the wind.

An in complete – thought fragment is group of word that is a dependent clause or a phrase that has a subject and adverb but needs an object dependent clause fragments some word or phrase used to introduce a subordinate or elative clause may result in a fragment because they cannot stand alone .

Subordinating	Conjunctions
After	if , even if
Although , though	in order that
As	since
Because	so that
Before	unless
Even though	until
Whether or not	while
When , when ever	where ever

Notice how the subordinating conjunction in the second part of the following example

makes it of a fragment despite presence of a subject ("everyone ") and a verb ("laughed

") it was really embarrassing especially everyone
laughed.

2.6 Phrase – onlyFragments

Here the second part – a present participial phrase – tries to stand alone as a

sentence, my son keeps several pets, including hamsters, mice, and gerbils, because the

participial phrase is meant to modify a noun – in this case "pets "we can

attach it to the independent clause like this my son keeps several pets including

hamsters, mice and gerbils, in this room.

In these next examples, the present participial phrase comes first; however, it's still a

fragment not thinking we would be late.

We left the house around nine. Because "we" were the ones who were "the ones who

were "not "thinking we can simply attach the participial phrase to the front of the

independent clause. Not thinking we would be late, we left the house around nine.

Some verbs require an object, or thing or person who receives the action of the verb.

Without the object, we have a fragment as in this example

A committee named:

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Obviously the reader is left wondering what "commit named in order to complete thought add an object, a committee named the building on campus.

Here's another example with the same problem, my nice broke. Again in order to fix the fragment all we have to do is add an object, in this case what " my nice broke" my nice broke the dishes.

2.8 Improving Your Sentence Structure

To understand sentence, you must first understand clauses, which make up sentences. A clause is defined as a group of words containing both a subject and a verb.

2.9 Clauses Can Be Independent or Dependent

1. An independent clause contains both a subject and a verb and can stand alone as a sentence.

2. A dependent clause contains both a subject and a verb, but cannot stand alone as a sentence. Dependent clauses are introduced by subordinating conjunction such as because, that, what, while, who, which , although , if, etc.

2.10 Meaning and Sentence Structure

"People are probably not as aware of sentence structure as they are of sound and words, because sentence structure is abstract in a way that sounds and words are not at the same time, sentence structure is a central aspect of very sentence. "We can appreciate the importance of sentence structure by looking at examples within a single language for instance , in English, the same set of words can convey different meanings if they are arranged in different ways . Consider the following:

(5) The senators objected the plans proposed by the general (6) the senators proposed the plans objected to by the generals.

Wiley – Blackwell, 2011).

The meaning of the sentence in (5) is quite different from that of (6), even though the only difference is the position of the words objected to and proposed. Although both sentence contain exactly the same words the words are structurally related to each other differently; it is those difference in structure that account for the difference in meaning "(Eva M. Fernandez and Helen Smith Cairns, fundamentals of psycholinguistics.

2.11 Information Structure: The Given – Before- New Principle

"It has been known since the Prague School of Linguistic that sentence can be divided into a part that anchors them in the preceding discourse (old information) and a part that conveys new information to the listener. This communicative principle may be put to good use in the analysis of sentence structure by taking the boundary between old and new information as a clue to identifying a syntactic boundary. In fact , a typical SVO sentence such as Sue has a boyfriend can be broken down into the subject , which codes the given information , and the remainder of the sentence , which provides the new information , the old– new distinction thus serves to indentify the VP (verb phrase) constituent in SVO sentence as stated by (Thomas Bery,2009).

Producing and interpreting sentence structure in speech "the grammatical structure of a sentence is a route followed with a purpose, a phonetic goal for a speaker, and a semantic goal for a hearer. Humans have unique capacity to go very rapidly through the complex hierarchically organized processes involved in speech production and perception. When syntacticians draw structure on sentences they are adopting a convenient and appropriate shorthand for these processes, a linguist's account of the structure of a sentence is an abstract summary of a series of overlapping snapshot of what is common to the processes of producing and interpreting the sentence as put forward by (James R. Hurford, 2o11).

2.12 The Most Important Thing to Know about Sentence Structure

"Linguists investigate sentence structure by inventing sentences, making small changes to them, and watching what happens. This means that the study of language belongs to the scientific tradition of using experiments to understand some part of our world. For example, if we make up a sentence (1) and then make a small change to it to get (2), we find that the second sentence is ungrammatical, as indicated by the asterisk.

(1) I saw the white house, (2) * I saw the house white.

"Why? One possibility is that it relates to the words themselves; perhaps the word white and the word house must always come in this order. But if we were to explain in this way we would need separate explanations for a very large number of words, including the words in the sentence (3) –(6) , which show the same pattern .

(3) He read the new book.

(4) He read the book new.

(5) We fed some hungry dogs (6) * we fed some dogs hungry.

" These sentences show us that whatever principle gives us the order of words , it must be based on the class of word , not on a specific word , the words white, new, and hungry are all a class of word called adjective ; the words house, book , and dogs are all a class of word called a noun. We could formulate a generalization, which holds true for the sentence in (1)-(6):

(7) An adjective cannot immediately follow a noun.

"a generalization … like (7) is an attempt to explain the principles by which a sentence put together . One of the useful consequences of a generalization is to make a prediction which can then be tested, and if this predication turns out to be wrong, then the generalization can be improved …. The generalization (7) makes a predication which turns out to be wrong, when we look at sentence (8).

(8) I painted the house white.

"Why is (8) grammatical while (2) is not, given that both end on the same sequence of house white? The answer is the most important thing to know about sentence structure…

The grammaticality of sentence depends not on the sequence of words but how the words are combined into phrases as stated by (Nigel Fabb, 2005).

2.13 Classification of Sentences

2.13.1 Declarative Sentence and Word Order

(Swik, 2009) commented that a declarative sentence in English consists of subject and predicate, the verb in the subject and in specific tense.

Subject + predicate

Dan + speak English

Let's look at some examples that can illustrate this point. Declarative sentence can have singular or plural nouns as their subjects and can be followed by verb in any tense and by the complement of the sentence.

Ali repairs the car.

The boys ran into the forest.

Other declarative sentence use a pronoun as their subject and again the tense of the sentence can vary.

1. She has never been to England. (Singular pronoun subject, present tense verb)

2. We shall visit him soon. (Plural – pronoun-subject – future – tense verb) since English verbs can show an incomplete action or one in progress (he is going) or completed or habitual a action (he goes) when changing tenses you have to conform to the type of action of the verb for example:

He is going, he was going, he has been going, he goes, he went, he has gone

The Conjugation of English verbs is with few exceptions, a relatively simple matter but using the proper tense of verbs is something else. It is particularly important to

understand the tense differences between verbs that describe a complete or habitual action.

2.13.2 Interrogative Sentence

There are two types of interrogatives, and both types ask questions. The first type can be called a yes – no question will begin with the affirmative word yes or the negative word no , most questions of this type begin with a form the auxiliary verb do,

Auxiliary + subject + verb + predicate.

Do + you+ have+ the books+?

I yes – no questions:

If the verb in a yes – no question is the verb to be or the verb to have, it is formed simply by placing the verb before the subject of the sentence

To be + to have + subject + predicate +?

Is+ she + the new student +? This occurs in any tense in the case of the perfect tenses or the future tenses, it is the auxiliary of the verbs to be to have that precede the subject. For example:

Is she aware of accent? ([Present

2.14 Basic Sentences

This is a simple sentence that tells us about one relationship or happening: x deals with y. 'deals with ' is the most important word group because it represents the process or relationship in the sentence . It's the verb (or verbal group) in the sentence. every other word group is related to the verb in some way:

Who or what deals with matters such as defense and immigration? the federal Government.

The Federal Government deals with what? Matters such as defiance and immigration .

So there are three main word groups in this sentence:

1. The federal Government (x)

2. Deals with (verb)

3. Matters such as defense and immigration (Y)

The verb is the most important word in the clause, so make sure every clause has a verb that represents the process or relationship you are describing every sentence must have at least one verb!

Active learning involves skills such as planning and relating new information to previously learned information.

Although the verb (involves) is different this time, the structure is still the same: x involve y. in this case, the y part is a bit longer and includes some verbs in it such as 'planning 'and ' relating ' but the basic structure is the same, and the extra verbs are just part of a description of ' skills' we can represent this structure in a table:

X	verb (group)	y
Active learning	involves	skills such as planning and relating new
Information to previously learned		

Simple sentences like these that can stand by themselves become the building blocks for more complex sentence. Let's represent it as a square block- it stands firmly on the ground.

2.14.1 Simple Sentence / Independent Clause

In the following two sentences there are two parts: The clause in bold is the basic claim that can stand by itself. You could put a full stop after it, and it would still be a well – formed sentence, e.g 'Deep learning is an active process'. The second clause in each

example elaborates on the first clause; these clauses can't stand by themselves because each has a particular connecting word (conjunction, in italics) that means it has to stay attached to a standalone (or independent) case. These clauses are called dependent clauses.

Deep learning is an active process whereas surface learning is passive.

Families are more likely to have children if the children are needed to work the farm.

Independent clause	Dependent clause
Families are more likely to have children	if the children are needed to work
The farm.	
Deep learning is an active process	whereas surface learning is
Passive.	

We could represent these sentences as a square block (standalone clause) followed by an upside down triangle (dependent clause). The upside down triangle is unstable, but the square block holds it up, but if the square block (standalone clause) isn't there to support it, the triangle (dependent clause) will fall over.

Independent clause + dependent clause, if you use a dependent clause, you also need an independent clause in the same sentence to complete the idea, if you don't have that independent clause, you'll end up with a sentence fragment.

But how can you tell if you have sentence fragment or stray dependent clauses? There are a few main features that make clauses dependent and unable to stand alone. Some conjunction (joining words) make a clause dependent. Some examples of conjunction that make a clause dependent and unable to stand alone are shown blew. In case you're interested and want to explore them

further, the technical term for these is 'subordinating

conjunctions; because they make one clause subordinate to

another.

after that	because	in order to, in order
Since	unless	whereas
Although (or even though)	before	instead of
So that	until	wherever
As, as tong as, as soon as	if	once
Though	when	while

Whenever you use these conjunctions, make sure that the sentence also has a standalone clause to complete the idea : whereas surface learning is passive-incomplete , can't stand alone , like the triangle below.

Deep learning is active, whereas surface learning is passive – complete

The second clause presents contrasting information ('whereas ') and it needs the first clause to have something to add its contrasting information to.

Even if a clause doesn't have one of the conjunctions above, it can still be dependent and unable to stand alone. if you use the 'to' form of the verb or the 'ing' form, that will ales make your clause unable to stand alone to illustrate:

A person may experience many difficulties during the transition period from layperson to the newly acquired role of nurse. Requiring a whole change of lifestyle so many adaptations must be made in order to fulfill the requirements of that role.

The sentence in bold has three clauses, as shown in the following table:

(1) Requiring a whole change of lifestyle dependent: the verb is in the 'ing' form, which means it can't stand alone. This sentence relies on the previous sentence to complete the idea. Clause 2 in this sentence doesn't help it stand up because it's a new idea.

(2) So many adaptations must be independent: 'so' us a conjunction that does not make a clause dependent. These clauses complete the idea of clause 3.

(3) In order to fulfill the requirements of that role dependent: the conjunction 'in order (to) 'makes a clause dependent. Also the verb to fulfill' is the form of the verb, which makes the clause unable to stand alone. This clause relies on clause 2 to stand up.

The verb is changed from the 'ing' form, 'requiring; to the present tense (see 'tense 'below), 'requires; now the clause can stand alone.

2.14.2 Run – on Sentences

Sometimes the marker might write a comment like ' run- on sentence; that means that the sentence contains too many ideas! You might need to break up the ideas into more than one sentence, or you might need to use a conjunction to show the logical connection between the ideas.

2.15 Examples of Basic Sentence Elements

Independent clauses: an independent clause can stand alone as a sentence it contains a subject and a verb and is a complete idea.

I like spaghetti.

He reads many books.

Dependent clause: a dependent clause is not complete sentence. it must be attached to an independent clause to become complete. This also known as a subordinate clause.

Although I like spaghetti.

Because the reads many books…

Subject ; person, animal , place , thing , or concept that does an action determine the subject in a sentence by asking the question " who or what

I like spaghetti.

He reads many books.

Verb: expresses what the person, animal, place thing or concept does determine the verb in a sentence by asking the question "what was the action or what happened? I like spaghetti.

To understand sentence, you must first understand clauses, which make up sentence. A clause is defined as a group of word s containing both a subject and a verb. Clause can be independent or dependent. An independent clause contains both a subject and verb can stand alone as a sentence. Dependent clause are introduced by subordinating conjunctions such as, because, that what, while, who which, although, if, etc.

2.16 Types of Sentence Structure

(Maclin 301-304:2000) demonstrated that sentence structure can be simple, compound, complex, or compound complex according to the kinds of clause in the sentence.

2.16.1 Simple Sentence

(Murcia and freeman280-283:1983)states that they have decided to treat together sentences with none referential it and there subjects one reason for this decision is that both of these none referential words function syntactically as a subject in English i.e. their behavior in yes – no questions and tag questions indicates that they undergo subject , auxiliary inversion.

It's a nice day. Is it a nice day? It's a nice day, is not it?

A simple sentence may also have compound subject and or a compound verb example: the man and his son went to the store and bought milk.

2.16.2 Compound a Compound Sentence

(Zandvourt 212-214: 1965) observes that , compound sentence has at least two main or independent clauses, connected by coordinating conjunctions and , but or ,not, for , so, yet ,each clause hat its own subject and verb. This second clause should be separated from the first by comma in front of the coordinating conjunction ,

1. The man went to the store, and the sales clerk sold him some milk .

The easiest way to expand this basic make a compound sentence. compound sentence = semi colon no conjunction two short , related sentences now joined

A compound sentence includes at least two independent clauses.

1. I like tea, and he likes coffee.

2. Mary went to movie while john bought food.

3. Stan perfected the exam because he studied all night.

3. Complex sentence is made up of an independent clause and one or more dependent clauses connected to it.

A dependent clause is similar to an independent clause or complete sentence but it lacks one of the elements that would make a it a complete sentence.

Some examples:

1. After I came home, I made dinner.

Dependent clause: "After I came home"

Independent clause: I made dinner

2. We visited the museum before it closed.

(Dependent clause: before it closed.)

(Independent clause: we visited the museum)

Complex sentence are often formed by putting these words the beginning of the dependent clause : as , as if , before, after, ,because , thought , even though , while, when, whenever, if, during , as soon as , as long as, since , until, unless , where, wherever ,these words are called subordinating conjunctions.

Some example:

1. Because the bridge wasn't properly maintained by the government, it fell down.

Independent clause: it fell down

Dependent clause: because the bridge wasn't properly maintained by the government.

2. A although he ate a really big dinner, now the wants to eat cake for desert.

3. Whenever they eat at this restaurant, they order a hamburger and fries.

4. He'll be able to maintain a healthy weight if he keeps exercising.

5. Because the world is getting warmer, polar bears are in danger of becoming extinct.

2.17 The Difference between a Compound Sentence and a Complex Sentence.

According to (Judith 2006) the difference between a compound sentence and complex sentence is that a compound sentence has two independent clauses and complex sentence has one independent clause and one dependent clause.

A sentence is a group of words that has a subject and a predicate. A subject, centered on a noun, is what the sentence is about a predicate, centered on a verb , tells what happens to the subject it tells what the subject does or is.

The dog Jumped over the fence.

In this sentence, the bold part is subject, and the second part is the predicate, sentence are made up of clauses , or groups of words . an independent clause, like the one above ,can exist independently and makes complete sense on its own. A subordinate or dependent clause, on the other hand requires an independent clause.

The italicized portion of this sentence is a subordinate clause.

Sentence 1: because it was chasing a rabbit , the dog Jumped over the fence.

Let's look at that italicized portion without the independent clause holding it up.

Because it was chasing a rabbit. This is not a sentence by itself. it needs the rest of the sentence to be complete thought. That makes or rabbit sentence (sentence #1) a complex sentence.

A compound sentence on the other hand is made up of two independent clause if we remove the word " because " the becomes a complete sentence:

It was chasing a rabbit.

Compound sentence are usually combined with a coordinating conjunction such as for, and, not, bout, or, yet, and so.

Sentence 2 : it was chasing a rabbit and the dog Jumped over the fence.

In this sentence, both clause are independent clauses, this means that each clause (it was chasing a rabbit) and (the dogs jumped over the fence) are both complete sentence themselves. Combined together they become a compound sentence.

When you are writing more interesting and sophisticated make you write incomplete sentences, use clauses correctly and keep your writing fresh.

2.18 Part of Speech and Sentence Structure

There are eight different parts of speech in the English language verbs, nouns adjective, adverb preposition, conjunctions, interjections and articles. The parts of speech describe the function of a word not its meaning .one word can have different functions, the function depends on how a word is used in a sentence for example the word fast can be an adverb . In the sentence it's a fast dog, fast is an adjective. Learn more by using our extensive study material on the eight parts of speech.

2.18.1 Verb

Every sentence needs verb; verbs describe an action or a state.

She comes late.

He is young boy.

The most common verb in the English language are , to be, to have, (got) like .

2.18.2 Nouns

Are words that refer to thing (like) house, door, car, people, (like) women, boy, doctor. Animals (like) cat, dog horse, or abstract (like) feeling, love, and pain.

2.18.3 Prepositions

Prepositions are words that link nouns, pronoun, and phrase to other word in a sentence. Prepositions cause lots of problems for lots of people, so do not worry if that includes you. It is hardly surprising these words create such havoc – after all, we might say, for example, that we are at the hospital, but we sometimes visit a friend who is in hospital. Similarly, we lie in bed, but on a sofa, we might watch a play at a theatre or on television.

So, like I said, do not worry, just pay attention to these little words and practice using them.

Prepositions fell into four categories:

1- Time prepositions (for example, at, on , in , since, for , during , before)

2- Location preposition (at, on, in)

3- Direction prepositions (at, on , in , towards , around , through , across)

4- Position preposition (beneath, under , over, on

2.19Previous Studies

2.1 9Study (1)

Saber Ahmed (2013) conducted this study at College of education, Sudan University of Science and Technology entitled investigating the difficulties of Sudanese secondary school students in building English language sentences. The researcher aims at investigating the problems facing the Sudanese secondary schools students in writing English sentence. The researcher used the descriptive method. The tools used for the data were a test and a questionnaire. After testing the validity and reliability of the tool and using statistical analysis to analyze the data, the researcher reached the following results: Most the Sudanese secondary school students of English language at Gezira state are not acquainted with parts of language speech, the periods allocated for writing skills and very few teachers do not explain to their students how to write correct English, teachers seldom encourage their students to develop their writing skill.

The students' linguistic mistakes are not discussed in class. Thus the study recommended that there should be a sort of modification in the Sudanese secondary schools syllabus through introducing a lot of lessons related to English structure of besides focusing on literature lesson, as it is the main constructing English sentences.

2.19.2 Study (2)

Maisa. A.Ahmed (2015) conducted this study in the College of Languages in Sudan University of Science and Technology entitled analyzing errors made by the students in constructing well –formed sentences in English language. In this study the researcher attempts to analyze the errors made by the students from Sudan University of Science and Technology, second year in English department in constructing well formed sentences in English language. The participants in the study (were 40 male and female) one instrument was used for this study was (test) participants have written essays in English language. The data obtained from the sample provided answers to the research

questions. The data were analyzed using code system for the errors so these errors in the essay were indentified and classified into different types.

Study 3

Zheng and Park (2013) , conducted their study to analyze the errors found in English essays written by Chinese and Korean students. The results showed that errors made by these two groups of were various. They had problems in using articles and punctuation marks, and ordering words, Zheng and park (2013) mentioned that the negative transfer of the subjects' first Language was the major source of the errors when they wrote English sentence she pointed out that the source were carelessness and negative influence of the subjects' mother tongue.

Study Four

Bumroongthai (2011) was interested in analyzing errors in English paragraphs based on the results; she concluded that the Thai EFL students committed various types of errors regarding English grammar and the paragraph format.

Chapter Three

Methodology

CHAPTER THREE

METHODOLOGY OF THE STUDY

3.0 Introduction

This chapter describes the methodology that the researcher has adopted. Thus, it provides a full description of the instrument that was employed for the data collection needed for the study, the reliability of this instrument, and the procedures for collecting the data. This chapter also describes the population of the study and sampling techniques used.

3.1 Methodology of the Study

This study has been designed to investigate the errors of undergraduate EFL Learners in using sentence structure; the researcher used a descriptive analytical method in conducting this study.

3.2 The Study Population and Sampling

Definition of population in full details helps other researcher to know if the findings of the study are applicable to their questions. The population consists of University students: they study at the College of Languages. They are doing Bachelor of art in English at Sudan University of Science and Technology. Data were collected by conducting a test to fifty Students at the second year at the end of year 2020 -2021. The subjects were randomly chosen to participate in this study.

3.3 The Instrument for Data Collection

The main instrument used for data collection in this study was a test that has been distributed to the respective students using test was a suitable instrument to conduct this study because they were real students and in the same way they didn't know they were examined to check their errors.

3.4 Statistical Reliability and Validity for Student's Test

The reliability coefficient was calculated for the measurement, which was used in the test using Alpha – Cranach coefficient Equation as the following: for calculating the validity and the reliability of the test from the above equation, the researcher distributed the attest to respondents to calculate the reliability coefficient using the alpha – Cranach coefficient.

Cranach's Alpha	Number of questions
.87	3

3.5 Summary of the Chapter

This chapter has drawn the road map for this study it explained the basic elements of the methodology and methods of data collection and data analysis, issues of sampling validation and reliability have been discussed.

Chapter Four

Data Analysis, Results And Discussion

CHAPTER FOUR

DATA ANALYSIS, RESULTS AND DISCUSSIONS

4.0 Introduction

The responses to the written diagnostic test of the 50 students were tabulated and computed. The following is an analytical interpretation and discussion of the findings regarding different points related to the objectives and hypotheses of the study.

Each statement in the test is analyzed statistically and discussed. The following table will support the discussion.

Hypothesis (1) : EFL students are unable to identify types of sentence structure

Table No (4.1): The Frequency Distribution for the Respondent's Answers of question number (1)

Answers	Frequencies	Percentage
Correct		30%
Wrong	35	70%
Total	50	100

Figure No (4.1)

80%
70%
60%
50%
40%   **70%**
30%
20%   **30%**
10%
0%
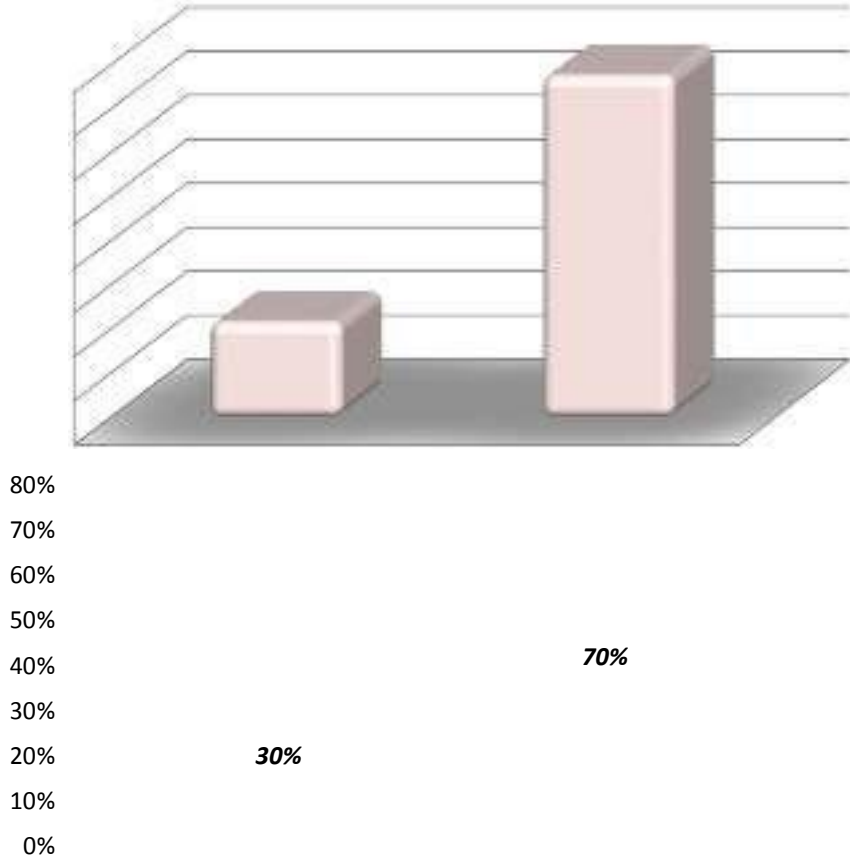
From the above table No.(4.1) and figure No (4.1) its shown that there are (14) students in the study's sample with percentage (28%) have the correct answer to the question ,There are (36) persons with percentage (72%) have the wrong answer.

Hypothesis (2): EFL learners are unable to arrange words to give complete sentence

Table No (4.2): The Frequency Distribution for the Respondent's Answers of question number (1):

Answers	Frequencies	Percentage
Correct	11	22%
Wrong	39	78%
Total	50	100

Figure No (4.2)

From the above table No.(4.2) and figure No (4.2) its shown that there are (11) students in the study's sample with percentage (22%) have the correct answer to the question ,There are (39) persons with percentage (78%) have the wrong answer.

Hypothesis (3): EFL learners are un able to find out the missing part of a sentence

Table No (4.3) The Frequency Distribution for the Respondent's Answers of question number (1)

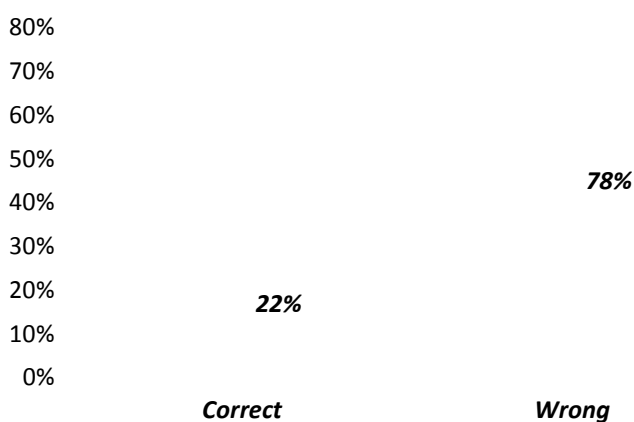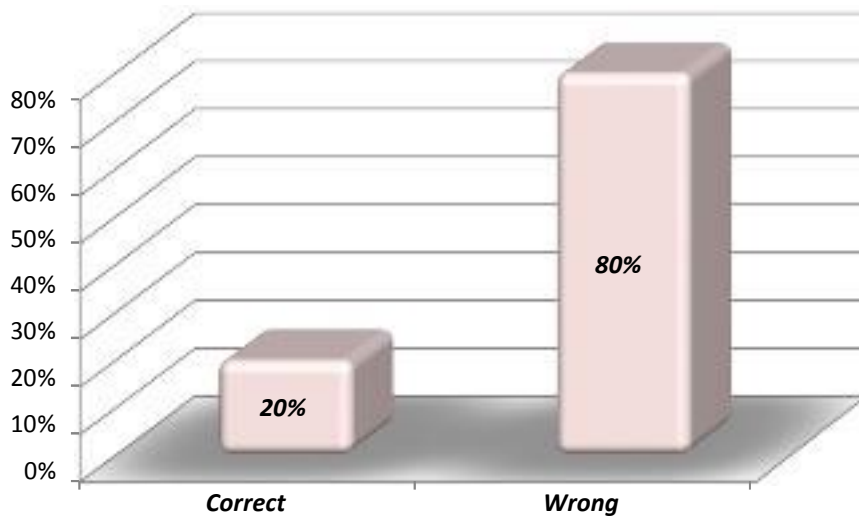| Answers	Frequencies	Percentage
Correct	10	20%
Wrong	40	80%
Total	40	100%

Figure No (4.3)

From the above table No.(4.3) and figure No (4.3) its shown that there are (10) students in the study's sample with percentage (20%) have the correct answer to the question ,There are (40) persons with percentage (80%) have the wrong answer

Table No (4.4) The Frequency Distribution and decisions for the Respondent's Answers of all questions

Questions	Correct		wrong		Decision
	frequency	*Percentage*	*frequency*	*Percentage*	
Question 1	15	30%	35	70%	**Accept**
Question 2	11	22%	39	78%	**Accept**
Question 3	10	20%	40	80%	**Accept**

This   table No.(4.4) its shown the summery of the results . For the **Question 1** its clear that the number of students who having the wrong answers is greater than the number of correct answers with percent (72%) so we accept our first hypothesis of the study

For the **Question 2** it's clear that the number of students who having the   wrong answers is greater than the number of students who having the correct answers with percent (78%) so the second hypothesis of the study is accepted.

For the **Question 3** its clear that the number of students who having the wrong answers is greater than the number of students who having the   correct answers with percent (80%) so the second hypothesis of the study is accepted.

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Table (4.5) one sample T-TEST for the questions of the study

Question s	N	mean	SD	t-value	DF	p-value
1	50	3.6	2.3	12.77	49	0.00
2	50	2.7	1.44	7.65	49	0.00
3	50	3.4	1.44	8.12	49	0.00
For all	50	6.33	4.33	15.50	49	0.00

The calculated value of T – TEST   for the significance of the differences for the respondent's answers in the question No (1)   was (12.77) which is greater than the tabulated value of T – TEST at the degree of freedom (49) and the significant value level (0.05%) which was (2.34). This indicates that, there are no statistically significant differences at the level (0.05 %) among the answers of the respondents. this mean that our hypothesis is accepted.

The calculated value of T – TEST for the significance of the differences for the respondent's answers in the question No (1) was (7.65) which is greater than the tabulated value of T – TEST at the degree of freedom (49) and the significant value level (0.05%) which was (2.34).   This indicates that, there are statistically significant differences at the level (0.05 %) among the answers of the respondents. this mean that our hypothesis is accepted.

The calculated value of T –TEST for the significance of the differences for the respondent's answers in the question No (3) was (8.12) which is greater than the tabulated value of T – TEST at the degree of freedom (49) and the significant value level (0.05%) which was (2.34). This indicates that, there are statistically significant differences at the level (0.05 %) among the answers of the respondents. this mean that our   hypothesis is accepted. **According to the previous results it is clear that the all hypotheses of the study are accepted.**

Chapter Five

Main Findings, Conclusions,

Recommendations And Suggestions For Further Studies

CHAPTER FIVE

MAIN FINDINGS, CONCLUSIONS, RECOMMENDATIONS AND SUGGESTIONS FOR FURTHER STUDIES

5.0 Introduction

This chapter presents the conclusions and the main findings of the study gained when applying the main instrument of the study. Moreover, brief recommendations and suggestions were given at the end of the chapter.

5.2 Main Findings

This study was conducted with the purpose of investigating errors made by EFL Learners in sentence usage, and at the end of study the researcher has come up with following findings:

1.EFL Students are unable to identify different types of sentence structure.

2.EFL Students are unable to arrange words to give complete sentence.

3.EFL Students are unable to find out the missing part of a sentence

5.2 5.1Conclusions

Understanding the learners' problems in using sentence is very important to enhance the quality of sentence. This study is an attempt to investigate the problem face student at University of Science and Technology.

The researcher dealt with this study through descriptive and analytical method. The subject of the study was English University students, second year at Sudan University of Science and Technology, College of languages. in the academic year 2019 – 2020. 5o Students represented a study sample were chosen randomly from the whole number of the students.

5.3 Recommendations

Based on the findings of the study, the researcher recommends the following:

1. Teachers should introduce students to different types of sentence structures in English.

2. Teachers of English should give more exercise to students on how to arrangement words to give meaningful sentence.

3. More exercises should be dedicated to find out the missing parts of a sentence

4. As an effective way, teachers should focus on the overcoming difficulties in using sentence structure by raising the awareness of sentence usage, the difficulties faced by EFL learners in types of sentence structure.

5.4 Suggestions for Further Studies

Further studies should be conducted in the area of English grammar as follows:

1. Problems facing basic level pupils in differentiating between types of sentence.

2. Investigating difficulties encountered by basic level pupils when structuring English sentence.

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Zheng and park (2013) analyzed the errors found in English.

Appendix

Sudan University of Science and Technology

College of Language

Time: 1 1/2

Diagnostic Test for

Undergraduates Answer all

the questions: <u>**Hypotheses**</u>

<u>**one**</u>:

E F L students are unable to identify different types of sentence structure.

<u>**Questionone:**</u>

Decide whether the following sentences by inserting the type of

sentence.

 A. simple sentence.

b. compound.

c. complex sentence.

d. compound – complex sentence.

1.   I like playing basketball, and my brother likes playing tennis.

(………………………………………..)

2. I'll help you if you help me.

(………………………………………..)

3. Her name is Sachiko , and she comes

from

Japan.(………………………………..).

4. My mother cooked dinner while I was doing my

home work.

(…………………………………………)

5. While I was doing my home work my father cooked the dinner, and my mother was asleep in front of the television.

(…………………………………………………)

6. I don't know why he did that.

(……………………………………….)

7. I'm so pleased that you can come to my

party.

(…………………………………………)

8. He told me that he is returning to London next

summer.

(……………………………………………….)

9. She runs every day so she is very fit.

(…………………………………………………)

10. Birds fly, and they migrate towards the south when it is

winter time.

(……………………………………………………….)

HypothesisTwo:

EFL learners are not able to arrange the following words to give a complete sentence.

QuestionTwo:

Form a sentence using the following words.

1. Alex / in the shower/ song / loudly

…………………………………………………………………………………………………

2. To music / Marlin / is listening I now

…………………………………………………………………………………………………

3. play / they/hand ball / in the evening /always

…………………………………………………………………………………………………

4. why / James / so tried /is

…………………………………………………………………………………………………

5. where / has / bought / john /his car

…………………………………………………………………………..………………………

6. you / your home work /have / done / yet

…………………………………………………………………………………………………

7. like / do / they/ cola?

…………………………………………………………………………………………………

8. When / do/get up/ you/ in the morning?

…………………………………………………………………………………………………

9. Victoria station / leaves / the bus / at 7

…………………………………………………………………………………………………

10. did / I/ my home work/ do / in my room / not

Questionthree:

HypothesesThree

EFL learner are not able to find out the missing part of a sentence .

1) What is missing the component that complete the sentence

Tick the right answer (   )

A) Quietly tiptoeing out of the room.

1. a predicate   (   )

2. Verb   (   )

3. Complete thought   (   )

4. Subject   (   )

B) Because it was a dark and stormy night.

1. a complete thought   (   )

2. a verb   ( )

3. a predicate   ( )

4. a noun   ( )

C) to be complete a sentence must include which three components.

1. a subject ,an adjectives , and a preposition.   ( )

2. a subject , verb , and , and a complete thought .   ( )

3. a verb , a pronoun , and at least four words.   ( )

4. a noun , a verb , and a period at the end .   ( )

D) select all question which one is a correct sentence .

1. Good to eat.   ( )

2. We made cookies.   ( )

3. Wagging its tail.   ( )

E) The brand new shiny red car.

1. complete thought.   ( )

2. commas.   ( )

3. a noun.   ( )

4. a verb.   (